

Equality and Hierarchy of Marginalized Groups

100 point Assessment (50pts- Individual, 50pts- Group)

Focus Question: What propelled your group the most to greater social equality?

Task: This assignment will require that you complete both an individual and a group component that examines the journey of a particular marginalized group in the U.S. towards greater social equality. For the individual portion of the assignment, each of you will conduct research on one key component (event/pivotal person/ legislation or court case) of the assigned marginalized group's social advancement. With your peer group, you will synthesize the individual research and assess how far your group has progressed towards achieving social equality (in other words, moved inward in the power pie). Directions are listed below for both the individual and group components.

Your group will be assigned one of the below marginalized groups:

Native Americans, Irish-Americans, Chinese-Americans, Latinos, Italian-Americans, South Asian Americans

Within your groups you will divide up and each take a different key component to research

pivotal person/ legislation/ court case or event

Individual: Research-

Research Steps	Expectation	Point Value:	Due Date:
Sources	Required to have three separate secondary sources. Sources should include at least one book and one journal article (JSTOR) and another of your choice but must be scholarly. You must have three of these sources with you in class on due date. If source is electronic it must be printed or have a device that can access it in class. You will use this half-day to begin working on notecards and will be taught how to complete notecards. BRING BLANK NOTECARDS TO CLASS	5 points term assignments	Both classes due Wednesday February 3rd
Notecards	Complete a minimum of 60 notecards on your assigned aspect of the group	10 points term assignments	Both classes due Tuesday 2/9

Topic Choice	Upon completion of 60 notecards you will complete a topic selection sheet that identifies the person/event/ legislation/case and states the rationale for your choice.	Formative check- no homework credit will be awarded but must complete in order to move to writing stage.	Both Classes 2/9
Claim Checkpoint	Write a one-sentence claim that addresses why your assigned aspect was the most significant in propelling your group to greater social equality	5 Term assignment points- You will receive full credit so long as you submit on time and complete this assignment.	Both Classes due Wednesday 2/10
In-Class Workdays/ Conferences	During Wednesday 2/10 (Both Sections), Thursday 2/11 (Green) and Friday 2/12 (Purple) and Monday 2/22 you will take class time to work on claim conferencing/evidence collection and crafting of detailed outline/annotated bibliography work.	Formative Check no homework credit will be awarded for this work. I will be taking close note of your focus and it will be factored into your class citizenship grade.	Wednesday 2/10 (Both Sections), Thursday 2/11 (Green) and Friday 2/12 (Purple) and Monday 2/22
Detailed Outline	Create a detailed outline that presents your claim and the evidence you have found to support that. You will be given direct instruction on how to create an outline. No bibliography is necessary as you will have submitted earlier on Tuesday 2/23 (Green) or 2/24 (Purple)	50 points assessment category	Both Sections final draft due and submitted to turnitin.com on Thursday 2/25
Annotated Bibliography Note this due date is before paper due date. It is worth a term assignment.	Submit an annotated bibliography with three secondary sources formatted according to the Chicago Manual of Style. You will receive direct instruction on format of an annotated bibliography in class on Monday 2/22.	10 point term assignments grade	Due Green- Tuesday 2/23 Purple Wednesday 2/24

Group Assignment: 50 Assessment Points

Final Product: A presentation on one of the following historically marginalized groups:

Time: You will have three (3) class days to complete your presentation (Class dates: Green- Tuesday 2/23, Thursday 2/25 and Friday 2/26 **Purple-** Wednesday 2/24, Thursday 2/25 and Friday 2/26.

Format: For your final product you must use powerpoint, google presentation or a similar platform.

Content: Your presentation must:

1. Rely on research from the following sources
 - a. Books, including your textbook
 - b. Library databases (abc Clio, U.S. History in Context, etc.)
 - c. The Library of Congress, National Archives, ourdocuments.gov
2. Include the early history of your group in the United states -- When did they arrive? Why did they come? Where did they settle? What social (de facto) and political forces (de juré) marginalized them? (for Native Americans, start in the Jacksonian Era).
3. Highlight the most pivotal event, person, and legislation/court case in your group's history that advanced your group in the sociopolitical hierarchy of the United States and afforded members of your group greater equality. (THIS IS YOUR INDIVIDUAL PORTION)..
4. Include a penultimate slide (it's a good SAT word) of the Equality and Hierarchy "power pie." The power pie (a visual) must include a ring indicating where you think your group stands in terms of equality and hierarchy. In addition you must include a claim that explain why or how your group has ended up where they have.

Group Responsibilities: Everyone in your group must:

1. Contribute to the development of your presentation
2. Be familiar with all of the content in your presentation.
3. Participate in the presentation to the class.
4. Be prepared to answer questions about your marginalized group.
5. Communicate in a timely manner with your teacher if you have any questions or issues, including someone in the group not participating.

Grading

1. This is a 50 point assignment
2. Everyone in the group will receive the same grade.
3. Points will be awarded in the following categories:

CATEGORY	POINTS
Research/ Quality of Sources	5
Early History- Thoroughly provides the historical context of this group.	10
Three/Four Events/Person/Legislation or Court Case Concisely capture essence and explain how it has impacted our group. Be sure that your slide has enough detail but is not too overwhelming with information.	20
Power Pie and Claim	10
Bibliography	5

If you are absent on the day your group presents, you will present alone to your teacher the day you return to school.